

MAYOR OF LONDON

London Schools and the Black Child II The Search for Solutions



2003 Conference Report

London Schools and the Black Child II
The Search for Solutions
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Programme



London Schools and the Black Child II – Saturday 10 May 2003

Plenary sessions

9.30 – 10.15a.m Introductions and welcome

Diane Abbott MP, Conference Chair

Ken Livingstone, Mayor of London

10.15 – 11.30a.m Opening Plenary

Carol Hunte – Interim Report on the work of the LDA Education Commission: The Attainment of Black Pupils in London Schools

Trevor Phillips – Chair, Commission for Racial Equality

Gina Yashere – Comedian and TV personality

International keynote speaker

Dr Walter Massey – President, Morehouse College, Atlanta

11.30 – 1.00p.m Workshops

1.00 – 2.00p.m Lunch

2.00 – 3.00p.m Afternoon Plenary

Barclays Achievement Awards Presentation

Stephen Twigg MP – Parliamentary Under-Secretary of State, Department for Education and Skills

Rosemary Campbell – Education Consultant

3.00 – 4.30p.m Workshops

4.30 – 5.30p.m Closing Plenary

Workshops

Supporting Your Child at School

– Carol Hunte, Professor Cecile Wright

Pupil Exclusions I

– R A German, Carlton Duncan

Pupil Exclusions II

– Paul Boyd

Education: An Afrikan-centred Approach To Excellence

– Bro Mbandaka, Alkebu-Lan Family Association

Fathers In Attendance

– Dave Neita, Devon Mothersille

Good Parenting

– Mandy Richards

Alternative Education Provision for Black Children:
an International Perspective

– Patricia Lamour

Black Governors

– Jozimba Panthera

Black Teachers

– David Bromfield

Supplementary Schools

– Robert Lunan

Black Boys

– Professor Gus John



foreword by Ken Livingstone Mayor of London



I am very proud to have supported the London Schools and the Black Child conference for the second consecutive year, and I support and appreciate the commitment that my economic development agency, the London Development Agency, has shown in its support for the 2003 event.

It is clear that these conferences are becoming landmark events for London's African-Caribbean communities, and their sheer scale demonstrates the importance of the issues surrounding the continuing underachievement of African-Caribbean children in London's schools. The failure of our schools to enable so many young Londoners to reach their full potential is a personal tragedy for them and their families and should concern every Londoner, not least because London's future prosperity depends on maximizing the potential of all our young people.

The importance of titling this year's conference 'The Search for Solutions' cannot be overstated. Though it is vital that we know the facts behind the situation we face, it is crucial that we take positive action to ensure that future generations of schoolchildren are not failed in the way previous generations have been.

I am pleased that the government is taking up these issues. I have no doubt that last year's inaugural London Schools and the Black Child conference played an important part in the publication of a Department for Education and Skills (DfES) consultation document earlier this year, 'Aiming High: Raising the Achievement of Minority Ethnic Pupils'. This document for the first time commits the DfES to specific targeted work on raising African Caribbean achievement as a serious priority. Along with the appointment of Professor Tim Brighouse as London Schools Commissioner, I am optimistic that we will soon begin to see real change in our schools.

It is also heartening that the DfES, in setting up the London Challenge with a remit of transforming London's secondary schools, appreciates that education provision in London presents unique challenges and is deserving of special attention and resources.

Further, the focus on some of our poorest boroughs with the greatest problems – Haringey, Hackney and Islington in the north, Lambeth and Southwark in the south – is particularly welcome. It is crucial that we retain the best teachers in the capital, where they are needed most and where the challenges are greatest. It is also crucial that the key initiative to come out of these conferences must be to recruit and retain more teachers in our schools that reflect the communities that they serve. We

need to have positive role models in our schools who can relate to our children and their experiences, and who will look to include our children, not exclude them.

In the 2002 London Schools and the Black Child conference report I said that this year I wanted to hear about the progress we have made to bring about the high quality education that all children deserve. This report demonstrates that we have made a start, but that there is still a long road ahead. It is a daunting task, but it can be done if we all work together for the good of London's schoolchildren. They deserve nothing less.

A handwritten signature in black ink, reading "Ken Livingstone". The signature is written in a cursive, slightly slanted style. The "K" is large and prominent, followed by "en", then "Livingstone" with a small flourish at the end.

Supporting London Schools and the Black Child – Barclays Bank PLC

Equality & Diversity at Barclays



Barclays are delighted to support London Schools and the Black Child for the second consecutive year. We know that London's diversity is an economic strength and a resource. We also believe that enabling all of London's children to achieve their educational potential is not just about social justice. It is also a business issue and the key to London's future as a world city.

Education has long been a focus for our community investment. In 2002 more than 20% of our global community contribution was dedicated to education projects. Barclays takes its social and environmental responsibilities seriously, and our vision for Equality and Diversity is included in both our community and business strategies. Our Equality and Diversity charter sets out our targets to attract a diverse workforce and our commitment to supporting diversity in the wider community.

A major part of our education commitment is through Barclays New Futures, an eight-year programme providing opportunities for students to develop life, work and citizenship skills through partnership projects between schools and the community.

More than 140 schools received Barclays New Futures awards in 2001. Last year's activities, all initiated by students, included anti-bullying campaigns and interracial arts programmes. Altogether, more than 1,300 schools across the UK have benefited from Barclays New Futures since its launch in 1995.

Barclays also supports Excellence and Access, a project run by the Personal Finance Education Group (Pfeg). Pfeg was set up to promote the personal finance education of UK school pupils. Excellence and Access is a four-year project, involving around 300 schools, which provides training and materials for teachers. A proportion of Barclays' funding supports education in financial practices of different cultures.

Barclays takes its social and environmental responsibilities seriously. Our vision for Equality and Diversity is incorporated into both our community and business strategies, and our Equality and Diversity charter sets out our targets to attract a diverse workforce. We are also committed to supporting diversity in the wider community.

By also supporting The Barclays Achievement Awards at this year's conference, we wanted to emphasise the positive. We know that despite all the challenges many of our young people are excelling in education. We want to recognize them and the dedicated educators who are supporting them.

1 Introduction: The Search for Solutions – Diane Abbott MP

The children of London are its future. Therefore, if we enable each and every school child in our schools to achieve their full potential, we are not just helping the individual child and their family. We are also helping to ensure that the London of the 21st century remains one of the world's leading cities.

I have campaigned for many years on educational issues. In particular I have researched, organised and spoken out on the way in which the education system fails children of African and Afro-Caribbean descent. In 2002 I organised, with the support of the Mayor of London, the first ever London Schools and the Black Child conference. I was proud of the massive turnout, with over 1600 people attending. However, I am prouder still of the practical results of last year's conference. Many delegates who attended the 2002 conference said they would like to see smaller, local events on the same theme. Consequently, my staff and I have been working with local groups on this.

A successful 'Croydon Schools and the Black Child' was held in April 2003, while events in Ealing, Walthamstow and Haringey are being planned. In June 2003, the inaugural meeting of the Greater London Black Parents and Governors Network was held, a direct result of recommendations made at last year's conference. After the 2002 conference, the Mayor and I agreed to initiate a major piece of research on the attainment of black boys in London's schools. This is being undertaken with the support of the London Development Agency's Education Commission, and is due to be published in 2004. Further, and perhaps most important, immediately after last year's conference I organised a series of round table discussions between Department for Education and Skills ministers, black educationalists and community activists.

Following on from this, the DfES launched the consultation document 'Aiming High: Raising the Achievement of Minority Ethnic Pupils'. This was the first of its kind, and in October 2003 the Department announced an increase in the ethnic minority achievement grant. For the first time ever, ministers have announced a project specifically aimed at raising African-Caribbean achievement. The Government will be making £1.7million available over the next two years to fund work in 30 secondary schools as a pilot project. All of this is a direct result of the black community making its voice heard at the 2002 conference.

Together, we have put black children on the agenda. There is a lot more to do. I called this year's conference 'The Search for Solutions' because it is important to move on and look at the practical solutions to the problem of black underachievement in our schools. One thing that is clear from



the work that I have done over the years is that the role of the teacher is vital. I believe that we need a teaching workforce in London that looks like London, and that part of the solution to the issue of black underachievement is to recruit, retain and promote more black and minority ethnic teachers. We have been successful in starting to shift Government policy. Now we have to have an impact on what happens in the classroom.

2 Morning plenary

Welcome from the Mayor of London – Ken Livingstone

'I want to start today by congratulating Diane. It is a lot easier to put on a conference like this when you've got a regional government machine that can tap into its funds and help out. It is a monumental struggle in those earlier years when you haven't got those resources and you are just a backbench MP with a couple of staff putting together these conferences. I am absolutely delighted by the scale of the success of these conferences, and again I say that nobody can doubt as you look around this room at the determination and commitment of black parents, that the underperformance and underachievement of black children in our schools has to stop. Through the London Development Agency, we have established an Education Commission in London to look at all aspects of education in London and to find out what we need to change in our education system so that all London's children get a chance to develop their full potential and a chance to get the jobs that are coming.

'Out of this conference I hope we put in place structures of a more permanent nature in order to become a day-to-day pressure on the system to change. We are establishing the Greater London Black Parents and Governors Network, and since last year Professor Tim Brighouse has been appointed by the government to the position of London Schools Commissioner. He is the education officer who turned round schools in Birmingham, and having met him he knows that the single biggest problem we have in this city, where a third of our children are black or Asian, is to make certain that all our children get the fullest opportunity to develop their skills. The other point is that the government is with us on this, and March this year saw the publication of their 'Aiming High' report which looks at some of the issues we are discussing today. The most important thing is that they have to give us the funding to do it. We have to stop money from being dragged away from London, because when that happens it is being taken from the poorest people in Britain. Around the very exclusive centre there is the greatest concentration of deprivation and poverty anywhere in Western Europe, running from Harlesden to Tottenham and all along the South bank of the river Thames. 2 million people living in an area where far too many of the schools fail, and the life expectancy is too low.

'We have to change the culture within schools where black children are expected to fail, and there needs to be an acknowledgement that the education system in this country has failed to provide an education for black children. It will be a painful thing, because we have got to change the hearts and minds of people who mostly think they are fundamentally right on this issue. But I want to appeal to the leaders of the teachers unions to sit down with Diane, the LDA and others to see what we can do



together to change attitudes and perceptions. When those involved with education are comfortable with black children, the children will recognise it and will achieve.

‘We have already failed too many generations of black children, and we have a debt to those generations as well as those to come. The Education Commission is looking at second chance opportunities to those who have been failed the first time around. We have just had a big enquiry into my planning strategy, and what that plan shows is that 500,000 new jobs will be created in London in the next 10 or 12 years. 75-80% of those will be in what we call business services. My office, the boroughs and the government have got to work together to make certain the second chance schemes get those who were failed before into work. I have put in place a planning strategy that allows the business community in this city to expand more dramatically in the next decade than at any time in our history. The quid pro quo is they do their bit for those that have been excluded in the past.’

Carol Hunte. Educational Researcher

‘Before I begin my presentation of an interim report of the research that I have been doing on behalf of the LDA’s Education Commission, I would like to make my position very clear. Mine is an agenda for change. It is an agenda for responsibility, and achieving change through having a collective responsibility. It is not an agenda of blame.

‘The Education Commission has established a stakeholders advisory group, with a remit to discuss the key issues around the attainment of African Caribbean boys and to generate recommendations for action. We have some very distinguished academics, chief education officers, parents and community members in the group, and we have decided that our focus would be recruitment, promotion and retention of black teachers, boys in achievement and parents in the community.

‘The qualitative research we have undertaken across the whole of London has been as representative as possible, visiting single sex schools, mixed schools, community schools and church schools. Participants were mainly African-Caribbean, but were ethnically mixed, including Chinese, Turkish and other groups. The research includes pilot group discussions with roughly 60 pupils. The key findings were:

- Institutional racism remains a critical determinant in the achievement of young black people in our schools. This most commonly manifests itself in terms of low teacher expectations for academic performance, low levels of positive teacher attention and unfair behaviour management practices
- Primary schools are generally seen to provide a more positive learning environment, and many primary school pupils spoke about enjoying school and finding it an exciting place, not unlike an adventure park!
- Black pupils at supplementary schools enjoyed this schooling and developed a strong sense of belonging and feeling important, in contrast to mainstream schooling, where the feeling was that they were not listened to or understood.
- Pupils thought the reasons for low levels of achievement for black pupils were not enough positive teacher attention; not enough encouragement; negative peer pressure – not only from black students but from white students also.



- Parents are very involved in their children's education at key stages 1 and 2, but this is not sustained into secondary school much beyond attending the standard parents evening or if there is a problem of some kind.
- Parents would like a clearer framework from schools about involvement beyond the PTA.
- Parents, teachers and pupils all spoke of an inappropriate curriculum that does not celebrate and recognise the experiences, heritage, culture and history of African-Caribbean young people.
- There was agreement that more black teachers are needed in the system, but adequate support and a wide range of initiatives to ensure their maximum impact is crucial.

'Black people die small deaths every day in our education system. Everyone has to play their part to stop this. Young people have to take responsibility; parents; education officers; government ministers; everyone. We have no time for blame, only action. We need a national strategy that compels schools and LEAs to take more serious action to address this catastrophe. Black teachers play a critical role, and we must make sure we support their professional development so that the brightest and best are facilitated in making an even greater contribution. Parents must double their involvement, particularly in secondary schools.

'These are the minimum requirements if we are going to turn over the upside down, sinking boat of our pupils' achievement and get it going full steam ahead, safely to port with our precious cargo of young people. It is tough, and there are many challenges on this journey, but it is not hopeless. To put it very simply: we can and must make all of the difference.'

(This is an edited transcript. The full version of this speech can be found in the appendixes.)

Trevor Phillips, Chair, Commission for Racial Equality

‘The performance and the future of our young people is the most serious thing for anybody in the black community, and any one of us who allows anything to get in between us and the solution to this problem is a traitor.

‘I am glad this conference this year is subtitled ‘The Search for Solutions’. Every piece of our effort today needs to be focused on what we do to ensure that as of Monday morning our children know they will face a better future.

‘We have seen the statistics. Our children are being by-passed by new groups of children that do not even enter school with English as their first language. That is the level of the crisis we are facing. Between key stage 2 and key stage 5 Afro-Caribbean children’s level of attainment falls relative to the average, and this is the only group for which this is true. Everybody else improves from being in school. Our children get worse. That is the core issue, and that is what we should focus our attention on.

‘Schools cannot get off the hook by saying that this is about the family. LDA data from the urban authorities indicates that black pupils score 20 points above the average in baseline assessments when they enter school. By the end of key stage 4, however, they leave school 21 points below the average. Something happens, and it has to do with what happens at school, not simply at home. We do, however, have to look at what is happening in our communities that is not happening in other communities that are not suffering in this way.

‘So what is our aim? We need to reverse the exclusions. Next week, next month, next year the trend has got to be reversed. Secondly, we have to bridge the gap in attainment between black children and the others. Conferences like this matter. It is absolutely no accident that we had this huge conference last year, and this year just before this conference the government published ‘Aiming High’. This document recognises that the disadvantages and problems of our community are to do with the fact that we are black, not because we are poor or because we have not been here that long. This is a big breakthrough.

‘New legislation under the Race Relations Act gives us the right to compel schools to have a race equality scheme. I recently met with David Bell, my opposite number at the Office for Standards in Education (OFSTED), and what we are going to do is sit together to work out how in an inspection regime, and in the reports inspectors give, it isn’t just about the number of GCSE passes. It will also be about the performance of black children, the number of black parents involved, the number of black teachers.



These will be the criteria for a good school.

‘And as part of my responsibility I will do this. As of today I will begin to campaign for government to use some of the ethnic minority achievement grant to give headteachers a small fund from which they can draw, so that parents who cannot afford to take time off work to attend school with their children can be given money to do so. It is time for all those who trade on the story of our community and glamorise our failures, to put something back and do something for us. And I promise you that at next year’s conference I will be able to report to you on all these things, and there will be progress. Nothing is more important to me.’

International keynote speaker - Dr Walter Massey, President, Morehouse College, Atlanta

'I am very pleased to be at this conference and I want to thank Mayor Livingstone and Diane for inviting me. As you will hear, there are many similarities between the issues that you are facing and those issues that we are facing or have faced in the United States.

'Our goal is to educate students for a multi-cultural global society to be leaders in the world, not just leaders in the black community. Perhaps our most well-known former student is Dr Martin Luther King Jr, but others you might know are Spike Lee and Samuel L Jackson, as well as Vice Admiral David Satcher, United States Surgeon General (1998 – 2002) and three US ambassadors.

'Some of the trends in the US are similar to those in Britain, but there are also some differences. In the US, the proportion of males going to college is lagging behind the number of women among the African American communities. Only one third of African Americans in higher education are men. Twice as many women are in higher education than men, and the gap is increasing.

'So what are the solutions? We know there is no silver bullet, so here are some of the things that have worked for us at Morehouse. We are trying to extend to the local schools system. Solutions to the problems must include the family and the community, as well as the schools system. The fact is that young black males may require different strategies to remain fully engaged in the educational process. Helping young men to develop their potential allows them to move more successfully into the mainstream, leading to a less segregated society.

'We have to build an expectation of success among our students. We have to place the crown above the heads of our students for them to grow tall enough to wear. As Benjamin May, Martin Luther King's mentor and one of our most distinguished presidents, said: "It is not a sin to achieve your dreams, it is a sin to have no dreams to strive for." The second thing we do, and stress, is to give our students a sense of who they are. Their traditions, their history, their heritage. That way they can go into the world as confident, well-educated individuals who are not afraid or paranoid about dealing with people of different cultures, because they have a real sense of who they are. The third aspect is mentoring, not just student mentoring, but student to student. Older students act as older brothers and we create a sense of brotherhood to mentor the younger students, and we also have a great commitment to community service, with the majority of our students engaged in some form of community



outreach programme. Third, we provide non-threatening opportunities for young men to ask and receive help. We have to create situations that allow them to comfortably ask for help when they need it. Last but not least, we need to engage young men in coming up with solutions to these problems themselves. Given the opportunities they can be very creative and help you to learn how to address those issues. They know what draws them away from school, they know the peer pressures that are on them, they know what is needed to remove those pressures. They should be involved too.

‘I hope we can learn from each other’s experiences. There is a desire to see Britain as a truly multicultural society. Part of the challenge of that is in balancing the benefits of a multicultural society with the need to allow ethnic and gender groups to benefit from association and knowledge of their own cultures. We in the US are trying to think of profound ways of doing that and I think we have profited from that. Diane, Mayor, thank you.’

3 Afternoon plenary

Gina Yashere, Comedian and TV personality

'I am from an African family, so education has always been important to my mother and me – more my mother than me! You definitely need the parental support. When I was younger, if a teacher said 'I'm going to tell your mother', I would be on the floor dribbling. Times have changed a lot. Younger people are having kids and attitudes have changed. Education was important. When my Mum was pregnant with me, somebody went up to her and said 'What are you going to have, boy or girl?' My mum said 'I'm having a doctor!' That's how important she saw education as, and she never missed a single parents evening. Never! I tried to hide the report cards, tried to give her the wrong dates, but my Mum would turn up to parents evening in full African attire, showing she was a strong African parent. Grades were important to her. I once got 98% in an exam, and the teacher told her that Gina had done extremely well in her maths exam and was really on track. My Mum just said 'Oh, ok. Gina, what happened to the other two per cent?'

'I studied electronics, having started off doing Maths, Physics A level and French because I love languages, and that was the only thing that I was allowed to do that was not sciences. My Mum had picked my subjects before I had even started school! I went into engineering. I didn't go to university because I wanted to leave and go to work, but I studied in the evenings and got all my qualifications, which is another way to do things. There are several ways you can do things, but I have always got my education to fall back on.

'When my Mum found out that I'd stopped doing engineering and wanted to be a comedian, she was not impressed. Two years after I started doing comedy she was still telling people 'My daughter is an engineer', but her attitude changed when I started getting on television. I have to be thankful to my Mum. I still read regularly, keep up to date on all the computer technology, electronics etc, because it's good to be ahead of the game, keep educating myself.

'Parents have got to work with the teachers, and discipline is definitely something that has got to be looked at. I think discipline has got to go back to the old days when we got disciplined properly. I will leave you with this story. I had a lot of friends when I was young and I was at my friend Tracey's, and her Mum came in and said to her 'Trace, time for you to go to bed now love, off to bed. Tell your friend to go home, go to bed.'



And Tracey turned to her Mum and said 'Shut up! Get out of my room! I'll go to bed when I want!' Tracey's Mum left the room! I looked at this and I thought 'Mmm! I wish I was in that home.' I went home, and my Mum came in and she said 'Gina, it's time for you to go bed now, go to bed.' I said 'Shut up! I'll go to bed when I want!' I was in a coma for 6 months! Thank you very much for listening to me.'

Stephen Twigg MP, Parliamentary Under Secretary of State, Department for Education and Skills

'I joined the Department for Education and Skills as a junior minister almost a year ago. I am a Londoner, born in Enfield, where I am the Member of Parliament. Prior to that I was a counsellor and school governor, so I am familiar with many of the issues that we are facing up to today.

'Over the last twelve months since the last conference, we have begun to address some of the challenges with the urgency and sophistication that they demand. 'Aiming High, Raising the Achievement of Minority Ethnic Pupils', sets out the thinking of the DfES for the future, committing us to removing barriers to achievement of participation, improving standards for all young people and for the first time committing the DfES to specific targeted work on raising African Caribbean achievement as a serious priority. I want us to build on the good practice that already exists in the community of London and elsewhere, in many schools and in LEAs and build on what research tells us about what schools can do for their black pupils.

'There are five key factors. The first is strong leadership. This is crucial to the success of any school in closing the achievement gaps. We are working with the National College of School Leadership (NCSL) to ensure that school leaders are confident and have the skills to work in an increasingly diverse society towards a school workforce that truly reflects the communities they serve. The Teacher Training Agency has now set targets to increase the number of black and minority ethnic teachers entering the profession. In 2002 the NCSL introduced Shine, a pilot targeted specifically at supporting black and minority ethnic teachers who aspire to leadership, including headship, in our schools.

'The second factor is high expectations. Expecting, encouraging, supporting, achievement. Negative stereotypes in the media and elsewhere can limit horizons and ambitions. High expectations are necessary to counter this negativity.

'Third, effective learning and teaching strategies need to be used to build on the high expectations and equip the teachers to meet the needs of all pupils. Oswald primary school in Manchester takes a whole school approach to celebrating and affirming the identity of dual heritage pupils. This includes reviewing the curriculum to make sure it represents the experiences and personal life stories of all of the pupils in that school, so as to increase awareness and understanding of all pupils, teachers and parents of the historic contribution of dual heritage people to our society.



‘Fourth, an ethos of respect, with clear approaches to tackling racism and bad behaviour. In a recent study of schools in Lambeth, respect was seen as a key issue. One student said: “It’s the level of respect which you give and you get in the school which is the key.” We need to ensure there is effective training to help teachers with behaviour management to stop issues escalating and thereby reduce exclusions. Under the Race Relations (Amendment) Act schools will now have to account for their disproportionate exclusion of black pupils.

‘The fifth key factor is the engagement of parents and the wider community. I want the DfES to work closely with communities, and we are launching the Extended Schools Programme so we can make much greater use of schools as a resource at the heart of our local communities. I am very keen that we find ways that mainstream schools and supplementary schools can work much more closely together to their mutual benefit.

‘All these steps will help to support the achievement of black pupils. We have also set up an African-Caribbean Reference Group, made up of practitioners and officials and led by Maud Blair, to build on best practice. Government’s job is to learn the lessons and to give the recognition, resources and support so that good practice can be extended and so that black children, young people and black parents can have the high quality education in our schools that they have the right to expect.’

Rosemary Campbell, Educational Consultant

'I would like to share with you what I think the solutions are. We are talking about collective responsibility. Collective responsibility from the government, LEAs, schools, parents and communities.

'I stand here as educationalist, and I stand here to speak for those teachers and headteachers who are swimming against the tide and educating our children to the highest possible standards. We need to support them by holding them to account. There will be no societal cohesion in Britain until they do right by us.

'The monitoring of the Race Relations (Amendment) Act needs to be rigorous and focused, and we need a national strategy that is unambivalent about raising the attainment of black pupils. We need something that has the status of the literacy strategy, the numeracy strategy, the status of implementing the national curriculum.

'Let us look at academies of excellence focused on the issues. If the irrefutable figures tell us that our schools as they stand are incapable en masse of educating our children, let us find another way! We need academies of excellence which will be beacons in our community.

'We need to adapt and develop the route to qualified teacher status to properly recognise the skills, knowledge and experience of black overseas teachers and the very particular skills they bring to London schools. Let these teachers play the role that we need them to play until we're in a position in the UK to grow some of our own. We need culturally literate and high efficacy staff in schools today and particularly in London. London is the most cosmopolitan city on this planet. We need teachers who are comfortable with black children working in our schools, and we need people who nurture and grow our young people. We need teachers who teach our children as if they are their own.

'So many of our youngsters say they have no voice. We need to create emotionally mature institutions that can afford to hear their pupils when they speak, whatever the colour of their skin, so that they can exercise their rights as citizens in schools.

'Parents, take your rightful place as your children's first educators. My nephew is 7, and I went to collect him recently. It was a bright sunny day, but he still had his hood up. He told me that he was afraid of going into town without his hood. It had become such an emblem, a symbol for our young people searching for identity. We need to begin to understand the real lives that our young people are living in Britain today, so that we can



guide them through. Be aware of the environment in which your child is living and growing, monitor and limit the worst excesses of it. Turn off the mobile phone at night. Why is MTV base educating so many of our youngsters, and then having us go running into school holding schools to account? We have to get our business in order at home first.

‘We have to be the authors of our own destiny. The power is never given for us. I am glad the government is talking the talk right now, and we will work with those people who have integrity and wish to move things forward. What we need is unity of strength, and focus in terms of our purpose. Right is on our side and we will overcome.’

(This is an edited transcript. The full version of this speech can be found in the appendixes.)

4 Closing plenary – questions and answers

Questions from delegates

Question 1:

Why do we have to wait a whole year to take this action to prevent the destruction of our young boys?

Diane Abbott MP:

We have already made a start. As we have heard, for the past twelve months Carol Hunte has been working with the LDA's Education Commission on this, and the DfES has been working on their strategy which is out for consultation, so work has been continuing.

Question 2:

How are all these strategies going to be filtered into higher education? It is no good to bring people up if they are going to be held back at the higher education stage.

Carol Hunte:

A very important question. It is because things are so desperate lower down in the system at primary school and secondary levels that there has not been enough of a focus on tertiary education. Certainly it is still the case that many black students' work is under-marked. That was my experience. What I was clear about is that you had to be organised and challenge an individual, because it was too easy for you to be picked off. Students having that and other experiences that they must document fully and challenge, because people can only get away with what they are allowed to get away with. As a people we are not good enough about documents and about challenging.

Question 3:

Why do we have to spend so much money on research when we already have simple solutions?

Carol Hunte:

We need the research because government will not fund programmes that are not based on sound evidence. That is how the system works. They want up-to-date information, which we now have, and we also have the views of not just teachers and professionals, but parents and young people as well. We have tried to create as balanced a picture as possible, and we must have robust data, so that those who do not want to believe how bad the situation is and put it down to hearsay can no longer say that. Good quality research provides information that helps decision-makers make the right decisions, and God knows we cannot afford any more wrong decisions.



Question 4:

Does the panel think it is appropriate that we should be solving our problems in this country by plundering the experienced teachers from places like the Caribbean? One gets the sense that Britain, as one of the richest countries in the world is taking trained teachers from some of the poorest countries to solve our problems?

Professor Gus John:

It is not plundering. Rosemary Campbell has been operating a scheme that my organisation put in place, whereby it is possible to develop teachers by having them come to this country and give two years of their experience. During this time we reinvest in them by ensuring that those who do not have teaching degrees get degrees, those who have BAs get MAs, those who have the capacity to become special needs coordinators get that experience as well. Then they return, upskilled and further able to make contributions to their countries of origin. It is necessary to have a coordinated, planned approach so that there is no detriment to the education system in the countries from which the teachers are coming. It is planned with the governments of those countries as a staff development exercise.

Nicky Gavron – Deputy Mayor of London:

At the GLA we have recently published an in-depth piece of research, a skills audit of refugee women in London from the teaching, medical and nursing professions which was conducted by refugee women themselves. We found that 170 of the 250 women we interviewed had very good teaching or medical qualifications, but were not allowed to work here. If they could, it would be a much more effective way of recruiting skilled workers to these professions than we have discussed, as they are already here. We are now committed to doing what we can to ensure that these very skilled people living in London are actually able to get work, are encouraged and enabled so that they can join our teaching forces and make a contribution in this important area.

5 Workshop discussions

Pupil Exclusions

Introduction

This workshop was introduced and summarised by Brian Richardson, TUC Education Officer and member of the Community Empowerment Network Management Committee. Facilitators included Cllr Jimi Adefiranye of the Greenwich Parent Pupil Advocacy Scheme for Reducing School Exclusions and CEN Management Committee member; Dr Anneeka Marshall of Nottingham Trent University, working with CEN on the Rowntree-funded Exclusions Research Project under the direction of Professor Cecile Wright; Robert Roach of Lambeth Social Services and former CEN Caseworker, and Michelle Stewart of the Croydon LEA and CEN Management Committee member.

Participants were given a copy of the document ‘School Exclusions – the tip of the iceberg’. Everybody had been given a copy of ‘Towards a Vision of Excellence – London Schools and the Black Child 2002 Conference Report’, which contained a detailed account of the findings and recommendations of the Exclusions Workshops held at that conference.

Because of the detailed work that had been done in 2002 and the need to develop a purposeful infrastructure to empower members of the black communities, especially students and their families, it was suggested that the workshops should look in particular at the means of developing and sustaining self-organised and self-directed black organisations. These organisations should be capable of achieving the twin goals of eliminating discrimination and promoting genuine equality of education at all stages of education.

What should self-organised black organisations be capable of developing?

- An advocacy network to undertake effective casework
- Local, borough-wide and London-wide groupings to bring about changes in the system that throws up such cases in the first place
- Training programmes
- Participation aimed at developing good practice in schools
- Gaining appointment and election to school governing bodies and LEAs
- Influencing Borough Councillors and Members of Parliament

Participants were in broad agreement with the contents of the 2002 Exclusions Workshop Report. There was also general endorsement of the safeguards listed in the present workshop paper, especially independent advocacy services and the suggested Students Grievance Procedure.

Underlying the discussions was the feeling that institutions are not worthy of the younger generation, and that they need to be modernised.

How can parents influence the exclusions process?

- It is important for parents to be assisted in gaining up-to-date information about schooling. Information about the exclusions process, and how to ensure successful reintegration at the excluding school or a new one, are particularly important. Without this information it is more difficult for parents to do justice to themselves and their children once exclusion has occurred.
- Parents need to be aware of the close relationship between exclusion and the failure to carry out a proper assessment of a student's special educational needs. In such cases, parents should be prepared to ask for an assessment to be conducted.
- Schools often seem particularly heavy-handed in dealing with excluded students and their parents. As such, it is incumbent upon parents to know their rights and those of their children.
- Parents should not allow themselves to be pressured into withdrawing their children or keeping them at home, which is unlawful.
- Parents should not allow themselves to be provoked into unacceptable confrontations that can later be used to ban them from the school premises.
- To overcome these weaknesses it is essential to organise strong networks capable of providing advice, support and representation as well as challenging the system and transforming schools into learning communities that are secure, supportive, wholly inclusive and integrated for all children to develop and realise their true potential.

Because of the trauma experienced by excluded students and their families, it was important to develop family support systems and identify community services to overcome the negative and destructive nature of their rejection by the mainstream.

- Black teachers need to be supported through close community connections so that they develop as a direct resource for black families, rather than being sucked into an alien institutional role.
- It needs to be recognised that teachers and students are natural allies in the struggle for freedom, justice and equality of opportunity. Under-achievement and disruptive behaviour are a sign of inherent weaknesses in the schooling system with an over-emphasis on competition, rivalries and hierarchies, both in the staff room and the classrooms.
- Parents need to believe in and support their children, especially in the face of regular sanctions and the looming possibility of exclusion.

What can black communities do?

- Mobilise anti-exclusion campaigns based on focused agenda drawn up and implemented by local communities.
- Use the media, especially local radio and local newspapers.
- Seek election as school governors to influence the running of the school
- Challenge discriminatory practices at school meetings such as pre-OFSTED and annual governing body report-back meetings, as well as at self-organised community group meetings.
- Improve the dialogue (not just one-way information and communication) between students, parents and teachers in order to enhance self-discipline, social relationships and academic achievement.
- Organise community groups and services in such a way that there is provision for communication in the families' language of choice.

What does it mean to 'understand the exclusion system'?

- Is it possible that understanding the system meant capitulation through being able to play the system and get the best deal possible for ones child? In which case, why should one have to explore the

possibility of making a deal, and is it not important to ensure that all children benefited?

- It might mean being able to offer a critique of an inherently inequitable system conferring favours and privileges on some and sanctioning others.
- When allocating teaching sets and choosing subjects as examination options, young people are quickly induced to believe that placement in the lower sets is a result of inherent lack of ability or aptitude. Similarly young people are quickly convinced that curriculum options are a fair and logical response to their academic potential. In both cases this is not necessarily true, and parents need to be aware of this.

How can parents prepare to challenge the system?

- Parents need to be able to discover from the school what its policies are regarding exclusion and other issues.
- Parents should contact their LEA and the DfES for extra information that might be of use in exclusion cases.
- Parents should make use of OFSTED reports in order to help them ask the relevant questions and make a convincing (and winning) stand on behalf of their children.
- Be accompanied to meetings by somebody who can make meaningful representations in support of affected children. This makes it more difficult for parents to be picked off as fussy or trouble-makers.

Other issues

- Schools need to consider the effect of lunchtime issues on parents in relation to employment and further and higher studies. Lives are dislocated by sudden calls to come and collect their children during the school day, especially when this happens repeatedly.
- Students' academic and social progress is best served by the highest standards of respect and cooperation between students, teachers and parents. This concept of partnership could then be widened to include governors and local education authority officers in agreeing educational policy and practice.

- The importance of the informal pre-exclusion stage during which there could be conciliatory attempts to reintegrate the student and thereby avert school exclusion should be emphasised. This is in the spirit of the DfES Circular 10/99. One African-Caribbean parents group in Haringey has secured an agreement on this basis, whereby they are informed of the possibility of exclusion before the decision is taken.
- The part bullying can play in exclusions needs to be considered. Schools need to have anti-bullying policies in place which are properly implemented, monitored and reviewed. Students are often excluded because they are provoked into responding physically to persistent bullying which has been reported to teachers to no effect.
- The power of headteachers to exclude arbitrarily and even capriciously should be curtailed drastically or even removed entirely.
- An educational researcher has traced the history of school exclusions in the UK from 1986, when exclusions were introduced nationally in the Education (No.2) Act. There was a jump after 1989 when corporal punishment was outlawed; a further large increase following the publication of the DfEE guidance in 10/94; a temporary decrease following the government's 1/3 truancy and exclusions reduction programme, which coincided with the publication of DfES guidance in Circular 10/99. Now we are on the threshold of a further huge leap in excluding students from mainstream schooling.

Solutions

- There is a need for a black mass movement to bring about the transformation of schools into centres of enlightenment and progress for Britain's diverse communities.
- Advocacy and representation should continue to be a feature of the services to be provided by such organisations as long as the exclusions system prevailed.
- However, the other side of the coin to advocacy is personal development and conflict resolution courses for students, teachers, parents and governors to enable schools to flourish without recourse to exclusions.

Conclusion

Thanks were expressed to Diane Abbott for her efforts in bringing so many people together at the conference and for the opportunity to explore issues of urgent importance such as school exclusions. However, participants expressed the hope that arrangements would be made to facilitate the long-expected black mass movement to give voice to the experiences and opinions of black students and parents in particular.

Solutions through partnership

Introduction

This session was facilitated by Robert Lunan, Project Manager of the London Supplementary Schools Support Service. These sessions considered four fundamental questions.

What more can be done to recruit, retain and promote more minority ethnic teachers and other skilled adults in schools?

Local Education Authorities should be committed to:

- Affirmative action in recruitment and managerial positions
- Better recognition and opportunities for promotion
- Interaction between teaching agencies and supplementary schools
- Flexibility, diversity and creativity in the curriculum.
- Increasing the profile and recognition of African/black teachers
- Inclusive decision making between African teachers, LEAs and the DfES
- Mentors/support for black children
- Better trauma/training to teachers of all groups

What more could the DfES do to raise the achievement of African-Caribbean pupils?

- Support and encourage the recruitment of more black teachers
- Monitor OFSTED reports more closely and make recommendations to schools
- Allocate more resources to a differential development of curriculum, for example a more Afro-centric approach
- Publicly recognise the value of supplementary schools and developing partnerships with them, for example through promotion, training and resourcing of these schools.

Other remedies:

- There is a need for an Advisory Commission to the DfES of African/Caribbean academic specialists to advise on inclusion and treatment of black material in the curriculum.
- Partnerships between parents, schools and supplementary schools, to be promoted by DfES as a regular meeting forum.
- Greater input from Black Parent Teacher Associations.
- Flexible opening times for schools for community activities to encourage participation.

What more could the DfES do to reduce exclusions of African/Caribbean pupils?

- Instigate an independent enquiry system before exclusions.
- Investigate all factors in background to problems, for example possible domestic issues.

- Support the development of mentors that understand cultural issues.
- Research programmes on funding already in schools for mentoring and behaviour.
- Provide more teacher training and professional development in areas such as cultural awareness, behaviour management and personal development.
- Provide ongoing training for staff, including senior management.
- Set up monitoring and evaluation practices, monitoring:
 - i) training of staff
 - ii) reasons for exclusion
 - iii) internal exclusions
- More funding to schools and for support to children, for example one to one education.
- More funding to assist African-Caribbean people to become teachers.
- Develop a more inclusive curriculum to engage student interest.
- Set up more on-site referral units.
- Enforce good practice or develop direct policies for schools.
- Funding to encourage parents to come to schools and work with the children.
- Require OFSTED reports to reflect levels of black teachers and black children's grades to ensure schools take steps to solve problems by means other than exclusion.

How might the resources currently allocated through the Ethnic Minority Achievement Grant (EMAG) be used more effectively to underpin a national strategy to raise the achievement of minority ethnic pupils?

- To develop differentiated and inclusive materials to assist parental involvement.
- Providing after school provisions for parents and teachers.
- To ensure black representation across the board within the system.
- To employ support teachers and in-class provision, such as classroom assistants.
- Research should be commissioned to consider how parents can increase involvement in children's education.
- Research should also be commissioned to find out what pupils think about provisions being made for them.
- To organise a forum for pupils to voice concerns.
- To put in place ongoing programmes of study of different cultures within schools.
- To inform parents of how the money is used. Parents need to be informed by schools/headteachers of current developments and of the EMAG itself.

Also:

- Black parental awareness needs to be examined.

Becoming a School Governor

Introduction

This workshop was facilitated by Jozimba Panthera. The aims of this session were to share information and think strategically about the mechanisms that are required to ensure full participation by black parents in the running of their children's schools.

What can be done to encourage parents of African-Caribbean heritage children to become school governors?

- A London Forum for black governors would go some way to giving black governors a place to gain support. This might then become a national body.
- A coordinated national scheme from the DfES, in partnership with LEAs to provide information on the process of becoming a governor. Information could be disseminated via a website, a newsletter and information sheets.
- LEAs need to end the practice of designating school governors on the basis of political allegiance, as political parties are often equally unrepresentative and perpetuate the bias towards white middle-class appointments.
- Positive action should be explored in order to appoint governors who are more representative of the school population. Pupil Level Annual School Census (PLASC) information could be used to provide a measure of communities either over or underrepresented. The underrepresented bodies could then be targeted through bodies such as active community groups, supplementary schools and voluntary groups.
- Training courses should be provided by LEAs which are accessible and inclusive, as well as comprehensive.
- Guidelines on inducting new governors should be drawn up with models of good practice for individual governing bodies, including encouraging networks of black parents, teachers, students and governors within schools, local clusters and LEAs.
- Focus should be placed on facilitating communication between underrepresented groups who are often isolated from each other. E-mail, telephone trees and support group meetings are some of the ways in which this could be achieved.

- The CRE, in partnership with OFSTED, should begin taking LEAs to task where 'lip service is paid to Ethnic Minority Achievement Grant and Race Equality Schemes'. It must be made clear to LEAs that the duty to promote race equality is a statutory requirement on schools. EMAG funds need to be correctly designated to meet some of this requirement.

Other issues raised

- It is imperative that EMAG funds should be targeted at the needs of ethnic minority students and is not subsumed into general school funds.
- It is often unclear as to how EMAG is being targeted at the needs of ethnic minority students.
- Schools should adopt Race Equality Schemes that are based on the needs of the particular school rather than LEA templates. Frequently, schemes are not obviously connected with the School Development Plan and therefore do not include specific and achievable targets. School stakeholders are often excluded and in some cases active black parents and governors have been actively excluded from the process.
- The focus on Race Equality Schemes should initially be on targeting LEAs with a need for more representative governing bodies.
- Governors are of critical importance in the running of a successful school. More active, aware and hands-on black governors in schools would result in fewer exclusions of black children.
- Schools need to be structured in a fashion appropriate to the needs of black children.
- More guidance is needed on the ways in which black parents, teachers and community workers can make a strategic impact on schools. Informed black governors need to be active and powerful members of governing bodies.
- Groups of black governors in schools would not only be able to ask for What we want, but also be in a position to meet those requests.

Education – An Afrikan-centred Approach to Excellence

Introduction

This session was led by Brother Mbandaka of the Alkebu-Lan Family Association. A 30 minute film based upon a short story entitled 'The Boy Who Painted Christ Black' was shown. There then followed a discussion session around the main points.

Key issues raised

- Teachers often experience their conscience, as well as their racial and cultural pride, being in conflict with the culture of the teaching profession/institution.
- Teachers have felt pressured to compromise the rights, needs and well-being of Afrikan-heritage pupils to accommodate the prejudices and irrational fears of their colleagues.
- The level of underachievement and exclusion rates and their relation to criminalisation is assuming catastrophic proportions.
- The phenomenon of culturally and community alienated Afrikan-heritage achievers is as much a symptom of the adverse impact of the British educational system as is under-achievement.
- The root cause of the catastrophe that is the level of underachievement and exclusion rates among Afrikan-heritage pupils is institutional racism, within the context of an institutionally racist society.
- There is very little serious commitment to eliminating institutional racism within the British educational system.

Solutions

- The solutions to this catastrophe must be radical, co-ordinated and strategic. Parents and professionals must be prepared to constructively challenge the status quo.
- Afrikan-heritage parents and children should be guided by Afrikan-centred experts who have not only been academically successful but also identify with their culture and community, and are sensitive and suitably informed as to the needs of Afrikan-heritage pupils.

- The Afrikan-centred approach, with its emphasis on history, culture and spirituality – especially the ‘Medu Neter’ model – is inspirational and empowering. This approach is best suited to tap into and bring out the natural genius in Afrikan-heritage pupils.
- We in Britain should seek to emulate the highly successful models of Afrikan-heritage schools and Afrikan-centred curricula used in the USA, examples being the Marcus Garvey School and the Malcolm X Academy. Colleges and universities such as Morehouse and Howard are also important models.

Alternative Community Schools for African-Caribbean children

Introduction

This workshop was facilitated by Patricia Lamour, education and management consultant. Guest speakers at this workshop were Nkechi Aligbe Abeng, Principal of the Accelerated Learning and Therapy Centre and Abeng International School; Kofi Klu, the Community Advice Project; Ibrahim Morrison, Director of the Norwich Academy of the Association of Muslim Schools and Brima Conteh, President of Diaspora Afrique. This session considered the question of making alternative arrangements for the education of African-Caribbean children.

Why is there a need for alternative education provision?

- Even after many years of experience, mainstream schools continue to produce disproportional educational achievement, failure and exclusion amongst young people of African-Caribbean descent, particularly males.
- The failure of these children is symptomatic of institutional racism, a dysfunctional school system and a deep crisis within our families and community.
- Therefore, there is a need for critical educational interventions that redress these inequalities.

Key issues raised

- It should be recognised that educational achievement should not solely be measured in terms of numbers of GCSE and A level passes. For some, a truer measure of the success of education might be the extent to which the individual is empowered to contribute to the advancement and development of his/her community.
- Education takes place within a community and its purpose should be for the development of that community, not just individual betterment. Education should not be seen as a business from which to make money.
- Should members of the black community decide to set up their own schools, these should be different in approach and alternative to existing mainstream schools. We should not let ourselves be held back by fear of failure or of following an alternative path.

Outcomes

- This workshop brought together over 200 people, facilitating lively, motivating and participative discussions.
- Over 40 participants signed up for follow-up action towards setting up and running their own schools.
- Following the support and inspiration from the workshop, Nkechi Alegbi Apeng will be relaunching the Abeng International School in Ilford, Essex.

Solutions

- There is a need for greater school choice for black parents, higher standards for black children and fuller accountability to London's black community. This should be undertaken in pursuit of race equality and cultural diversity within London's community, in accordance with national and international legal frameworks, i.e the Human Rights Act (1998) and the Race Relations Amendment Act (2000).
- Full-time alternative educational provision should be created in which members of the African-Caribbean community exercise control over the education of their own and others' children who wish to attend such schools.
- Workshop participants committed to follow-up action to be contacted and supported, in order to enable them to create the necessary frameworks to establish successful alternative full-time schools for the advancement of African-Caribbean children in London.
- There is a need to empower and build capacities in order to lay foundations for our young people to fulfil their highest potential. Such interventions are imperative for the healthy survival and development of all London's diverse peoples.

6 Barclays Achievement Awards

Kay Ollivierre – Director of Diversity, Barclays Bank PLC

Barclays are delighted to support London Schools and the Black Child in 2003. We know that London's diversity is an economic strength, and we believe that enabling all of London's children to achieve their educational excellence supports London to be a truly great city. By supporting this achievement award, we want to emphasise the positive way that our children have achieved. Despite the challenges of many of our young people, they are excelling in education and we want to recognise them for that. It is therefore with great honour, that I present the following Barclays Achievement Awards:

Peter Watson – Outstanding Academic Achievement

Peter is undoubtedly a hugely deserving winner of a Barclays Achievement Award. The underachievement of Black boys is a major concern of London Schools and the Black Child. Peter, aged 17, is an outstanding young man who achieved 11 grade A's at GCSE level including 6 A stars. This is a fantastic achievement and he deserves our congratulations. At the time of his success, Peter attended Archbishop Tenison's School in Lambeth. There, over 90 per cent of the students come from an Afro-Caribbean background. Over 25 per cent of the students receive free school meals.



Peter achieved his grades when less than 3 per cent of the students at his school achieved GCSE grades A to C. Standards have now improved significantly and we have students like Peter to thank for inspiring a whole new generation of high achievers. Peter is currently taking a year out from his studies. He is working as a Senior Technical Officer at University College Hospital London, and Peter is hoping that this experience will help him to achieve his ultimate aim of becoming a medical doctor.

With such an impressive list of accomplishments and ambitions, this young man could be forgiven for feeling slightly daunted at the pressure of being such a high achiever.

However, Peter says modestly: "I don't feel any pressure from being seen as a role model. I see it as me being myself and doing my best to satisfy my goals in life."



Omotola Awofidipe – Outstanding Academic Achievement

Omotola Awofidipe is a quietly determined young woman who fully deserves her outstanding academic achievement award. She is 17 years old, and is another student for whom her grades speak volumes. Omotola has achieved 8 GCSE double A stars and one B, an incredible academic performance. She is currently studying for 4 A levels and has applied to Cambridge University, where she hopes to read Law. She achieved these outstanding results under very difficult circumstances, which makes her success all the more significant.

Many London children are having to deal with difficult situations outside the school gates as well as inside. It is a difficult but necessary challenge for teachers, parents and educational institutions to help prevent these difficulties from affecting their achievement levels. However, the dedication shown by Omotola illustrates that excellence is always within our reach.

Omotola is part of the Global Graduates programme. This organisation nurtures talent and is committed to helping people from ethnic minority backgrounds to fulfil their potential.

Shani Joseph – Young Achiever

At the tender age of 8, Shani Joseph is already displaying the skills required to become a future leader. For example, she took the lead last year in organising a group of her peers to raise money for the local schools charity. Shani is actively involved in being a 'buddy' as part of her school's peer support programme, and also enjoyed the responsibility of being a 'minder' to new pupils at the school.



Shani also took the lead in organising a group of her classmates to raise money for the Haven House Foundation, a children's hospice and respite centre. Shani and her friends made and sold bookmarks in school and also did additional chores at home to raise money.

'Thank you for your kind and generous donation...it is wonderful to see children caring for those less fortunate than themselves...it is a wonderful source of encouragement to know that we have the support of the local community and especially children...with support such as yours we get that bit closer.' **Haven House Foundation**

Hugh Dale – Outstanding Contribution to the Supplementary Schooling Movement

Hugh Dale is the driving force behind the Kokayi Supplementary school in Islington, North London. Kokayi was founded in 1982 by local African and African-Caribbean parents who saw only too clearly how the English education system was failing to meet the needs of their children.

Hugh, Kokayi's Education Director, joined Kokayi in 1996. He is a trained teacher and has worked in education all his life, and now heads a team of full and part-time staff including a school liaison officer. Prior to his work with Kokayi, Hugh performed various high profile roles within the education system, including heading Lambeth College's Personal and Social Services Department.

Kokayi employs a team of fully qualified primary and secondary trained teachers on a part-time basis. Staff teach classes based on the requirements of the national curriculum and core GCSE subjects to pupils from year 1 to year 11. The Kokayi curriculum also emphasises the importance of the African and African-Caribbean heritage of students.

Kokayi Supplementary School has come a long way since those early days, when classes were held in the front rooms of the homes of the founder members. It has occupied dedicated school premises since 1992, and in 1997 became a charity and a company limited by guarantee. The supplementary school has a minimum annual intake of 150 children aged 5 – 16 years of age. The school is so popular that there is a permanent waiting list for this Islington-funded venture.





David Bromfield – Outstanding Contribution to Teaching

‘I want to be the teacher they remember for all the right reasons. I want them to get as much out of school as I did’. This is how David views his mission in education. David has been a teacher of Science and IT up to A Level standard for 15 years in three London Boroughs. He has a long list of achievements within the educational arena, including winning various national education awards. Through his various activities,

David has done a great deal to illustrate that teaching is a dynamic and worthwhile occupation.

David believes that good teachers and high expectations are essential. ‘My parents did not have good teaching skills but they gave me high expectations. No one I knew had been to university, but they gave me the drive for continual self improvement and schools that do that make a difference.’ David is currently the education correspondent for BBC London.



7 Recommendations

The 2003 London Schools and the Black Child conference was subtitled 'The Search for Solutions.' Here are the main recommendations from this event.

- There should be careful monitoring of the implementation of the Race Relations (Amendment) Act 2000 in schools, colleges and other educational institutions. The Commission for Racial Equality should play a key role in this work. Where necessary, the Commission for Racial Equality should work closely with OFSTED and other educational stakeholders.
- There should be a national strategy to raise the attainment of black pupils. This strategy should prioritise the eradication of inequalities in educational achievement between different ethnic groups. This strategy should include targeted resources and a recognition of the need for culturally literate staff in schools and teacher training colleges.
- There should be a strategy to help all parents take their rightful place as their children's first educator. This should include a programme of support for supplementary schools and other community-based educational initiatives, as well as support for people from all ethnic backgrounds to play a role as school governors.
- There should be a strategy to build a London teaching workforce that looks like London. This strategy should include the adaptation and development of the current route to qualified teacher status in order that it properly recognises the skills, knowledge and experience of black overseas teachers. It should also include a comprehensive strategy to recruit black overseas teachers that not only offers pre-entry training and on-going support, but also contributes to the economic sustainability of their countries of origin.



8 Appendices

Appendix A – The LDA Education Commission

Interim Report on the work of the LDA Education Commission: The Attainment of Black Pupils in London Schools

*Presentation by Carol Hunte, Education Consultant, 10th May 2003
Educationnpc@aol.com*

Introduction

The academic underachievement of African-Caribbean heritage pupils is a longstanding issue.

Historically pupils from African-Caribbean backgrounds have under-achieved within the English schooling system over several decades, since the first major influxes of African-Caribbean communities in the early 1950s. One of the earliest reports of African-Caribbean underachievement was in Bernard Coard's book *How the West Indian Child is Made Educationally Sub-normal in the British Schooling System*, published in 1971.

He and others were very concerned about the high numbers of African-Caribbean pupils designated as having special educational needs (SEN). As much as 28% of the then Inner London Education Authority (ILEA) Special Schools were of African-Caribbean heritage, although they represented only 15% of mainstream school populations. His view was that in the majority of cases this designation was incorrect and that once African-Caribbean pupils were placed in special schools, they rarely returned to mainstream education and their academic and job prospects suffered as a result. The Department for Education and Skills pupil level annual school census (PLASC) analysis for 2002 indicates that the designation of Black pupils as having SEN remains high, and 50 years later is still at 28%.

The 1981 Interim Rampton report was the earliest official enquiry to document the underachievement of African-Caribbean pupils. In a Department for Education and Science School Leavers' Survey cited in the report, for all Certificate of Secondary Education (CSE) and General Certification of Education (GCE) examinations, only 3% of African-Caribbean pupils obtained five or more higher grade passes compared with 18% of Asian pupils and 16% of all other school leavers. Under new leadership chaired by Lord Swann, the final report was published in 1985 and painted much the same picture.

Professor David Gillborn and Dr Caroline Gipps carried out an extensive review of the research into the attainment of Black and minority ethnic pupils and concluded in 1986 that “On average, Caribbean young men in particular appear to be achieving considerably below their potential”.

A further analysis in 1999, of the attainment of black pupils in a large urban education authority, by Professor Gillborn and Dr Heidi Mirza, indicated that African and African- Caribbean pupils scored twenty points above the average when they first entered school but by the end of Key stage 4, attained 21 points below the average.

Background to the LDA Commission

Key issues around the attainment of Black pupils were discussed at last year's London Schools and the Black Child conference, led by Diane Abbott and attended by the Mayor of London. Following the conference it was agreed that an Education

Commission should be established through the London Development Agency with a stream investigating issues of attainment for black pupils and a particular focus on boys in London schools. The second stream would focus on education and business partnerships.

The aim of the Commission, established in January 2003, is to make a critical contribution to the development of highly effective local and national policy and practice which will ensure equality and maximise achievement for black pupils in London. The end product of the work of the commission will be a report with recommendations and an action plan which will significantly influence local and national policy and practice, thereby ensuring that levels of attainment are raised for black pupils in London schools.

Areas of work of the Commission

The work of the Commission is comprised of four strands:

- Quantative research involving the analysis of public examination pupil performance data by ethnicity over three years and a questionnaire
- The establishment of a Stakeholders' Advisory Group
- Qualitative Research involving focus groups and interviews
- The production of a report with recommendations and an Action Plan

The remit of members of the Stakeholders' Advisory Group is to contribute to discussions on key issues and generate recommendations for action. The membership covers a broad cross section of backgrounds including the London Schools Commissioner, Chief Education Officers,

headteachers, a school governor and representation from the CRE and community organisations. Members have agreed upon a focus on recruitment, retention and promotion of black teachers, programmes to improve levels of attainment of black boys and partnerships with parents and community.

Interim data

With the recent development of a national pupil database and nationally standardised ethnicity descriptors, the DfES has been able to publish national data for Key Stage Four by ethnicity for 2002 (See DfES document *Aiming High: Raising the Achievement of Minority Ethnic Pupils*, pg 7). Nationally, African-Caribbean pupils are the lowest achieving group at 30% achieving 5 or more A* - C GCSE grades. Black Other are the next lowest group at 37%. African pupils are tied with Pakistani at 40%. 45% of Bangladeshi pupils are attaining 5 or more A* - C GCSE grades – Indian pupils 64%, Chinese pupils 73% and white pupils 51%. The average performance across all ethnic groups is 51%.

Currently, there is no easy way to identify the socio-economic background and class of school-aged pupils. The nearest proxy is the allocation of free school meals. Technically this is an indicator of poverty rather than class, but it is generally accepted as a reasonable indicator of class.

An analysis of 2002 data for London schools, by free-school meals and gender, indicates that African-Caribbean boys are the lowest attaining group. 15% of African-Caribbean boys on free school meals gained 5 or more A* - C GCSE grades against an average for all boys in London of 26%. African-Caribbean girls attained more highly than the boys. In general girls attained more highly. When comparing the attainment of African-Caribbean boys not on school meals with other groups in receipt of free school meals, African-Caribbean boys were still significantly out-performed. For example, 26% of African-Caribbean boys not on free school meals attained 5 or more A* - C GCSE grades, whilst 40% of Bangladeshi boys in receipt of free school meals gained 5 or more A* - C GCSE grades. Hence even when taking 'class' into account, African-Caribbean heritage boys were still under-performing. There is some indication that the pattern of underachievement is at all key stages and is a consistent pattern. For example, for Key Stage 2 and Key Stage 3 English SATS for 2000, African-Caribbean heritage boys were the lowest attaining group. (Further data analysis will be included in the final report which will be published in late 2003/early 2004).

Qualitative research to date

Focus groups for parents, pupils and teachers have been run in London. A wide range of schools have been involved (i.e. primary, secondary and supplementary schools and mixed, single sex, community and church schools). Participants in the groups have been ethnically mixed but the majority of participants have been of African and African-Caribbean heritage.

Attainment of black pupils

Across all focus groups there was the belief that in general black pupils were attaining below their ability. The consensus was that low teacher expectations, inadequate levels of positive teacher attention, unfair behaviour management practices in schools and an inappropriate curriculum were the key reasons for the under attainment of black pupils.

Negative peer pressure, the prevalence of a negative media image of black youth culture, poor school resources and facilities, teaching shortages and insufficient levels of parental involvement at secondary school level were also identified as critical factors. Black boys accepted that many of them needed to address an over-focus on music and football.

Experiences of black pupils

Many black pupils in the focus groups were experiencing racism in varying forms in schools and were receiving little support for addressing the issues. Racism most often manifested itself in low teacher expectations for academic achievement; insufficient class support; pupils being overlooked for answering questions; verbal aggression from teachers and harsher reprimands than for white students. Harsher reprimands for Black students than for white students have been identified by a number of previous researchers e.g. D Gillborn 1990. Black boys were also experiencing a high degree of sexism. Girls were seen as receiving more positive attention from teachers. Primary school-aged pupils were generally more positive about school. Pupils in all phases had concerns about school work not being challenging enough, too much repetition, not enough practical activity and not being listened to by teachers. Pupils attending supplementary schools reported a strong sense of belonging and feeling important. In general, black pupils did not feel that they belonged or that their opinions counted in their mainstream school.

Black teachers

Black teachers played a critical role in supporting, encouraging and educating Black pupils. They also validated black pupils' culture and identity and provided positive role models. Participants in all focus groups expressed the view that more Black teachers were needed in the UK

schooling system. Teachers were careful to stress that increased numbers of black teachers could not be the only solution but part of a holistic approach to raising the levels of attainment of black pupils. Systematic support for the professional development of black teachers was agreed as an important part of a holistic strategy. Many black teachers expressed frustration about how difficult it was to gain promotion and spoke of experiences of racism (denied access to the full spectrum of schools, it is quite common for black teachers to gain their first headship in schools in challenging circumstances). Teachers recruited directly from the Caribbean faced particular challenges. There were often inadequate levels of induction and support from the LEA and a lack of recognition from the DfES of their qualifications. Many teachers felt that a strategic, pan-London approach to recruitment, retention and promotion of black teachers was needed. black teachers also expressed concern about the generally low levels of teacher expectation for black pupils.

Black parents

Parental involvement in their children's schooling and education was generally higher for primary-aged pupils than secondary-aged pupils. Parents described resistance from some schools, to higher and more substantial levels of involvement in their children's schools. Concern was also expressed about the high levels of supply teachers in schools, making it difficult for parents with primary-aged children to build relationships. The provision of clear structures and facilities such as a parents room was seen to be essential to increasing levels of parental involvement. Some parents parenting in difficult circumstances needed higher levels of support in order to be able to fully support their child's schooling and education. Parents wanted greater transparency with regard to how the Ethnic Minority Achievement Grant was allocated to schools and better monitoring and evaluation to ensure that the funding was used effectively.

Teacher misreporting of pupil progress was a major concern for several black parents. Low teacher expectation for the academic performance of black pupils was also consistent concern. Like black pupils, black parents placed a high value on the presence of black teachers and felt better understood, more respected and found it easier to communicate with black teachers.

The curriculum

Primary-aged pupils were generally happy with the curriculum on offer. Secondary-aged students in the focus groups were generally dissatisfied and wanted a higher level of practical activity, a higher standard of

teaching, more opportunities for creativity and a content which reflected their histories, cultures and experiences.

Conclusions

A clearer strategic approach to tackling the underachievement of black pupils, at LEA and government level, was identified as critical if any real improvements were to be sustained. A national strategy which supports and compels LEAs and schools to take serious action concerning the attainment of black boys was deemed necessary by many. Increased funding and a restructuring of the Ethnic Minority Achievement Grant, to ensure it was targeted where there was greatest need, was identified by all groups as a vital component of a genuine change agenda.

Higher levels of school support on race equality issues, closer monitoring of school performance by ethnicity, provision of additional resourcing, higher levels of accountability, dissemination of effective practice and provision of quality training programmes on race equality issues, were identified as key LEA functions.

Parents and schools generally need to work together more closely, but particularly at secondary school level to counter the negative stereotypes promoted by sections of the music industry which glamorised violence, sexual promiscuity and vulgarity or presented a limited picture of what it means to be young and black. Levels of parental involvement at secondary schools need to be substantially increased.

Note:

The term African-Caribbean as used in this presentation describes those of Caribbean descent born in the UK or the Caribbean and of mixed Caribbean and other parentage. The term African is joined with Caribbean to reflect the geographical origin of the vast majority of people of Caribbean descent. The term "Black Caribbean" as used by the DfES refers to those of Caribbean heritage and not those of mixed Caribbean and other heritage.

Appendix B - The London Development Agency, Newssheet Volume 1, Issue 1 - February 2003

Education Commission: Attainment of Black Pupils in London - Towards a Vision of Excellence for All

The London Development Agency

The London Development Agency (LDA) is London's job-creation agency. Working for the Mayor, and in conjunction with business and a wide range of other organisations, the LDA actively pursues economic opportunities for London and all Londoners. It uses its financial resources, property, land, assets and influence to achieve the following: support business, industry and the economy; attract investment; develop skills and knowledge; revitalise the city; promote equality and diversity; and unite London. The LDA firmly believes that in order for London to be a world centre for business, economic opportunity must be open to all of London's citizens.

Why an Education Commission for Black Pupils?

London, a great international city with a rich history - a vibrant place with an unrivalled mix of people, businesses and cultures - is home to 48% of the UK's minority ethnic population. The City is distinguished by its openness, its cosmopolitan nature and its ever-increasing mix of cultures and peoples - all wishing to share in and contribute to London's success. This is indispensable for the economic success of the capital in an era of increasing globalisation. Success at secondary school is a vitally important stepping-stone for going on to further education and developing the skills and knowledge most needed in the labour market. Whilst the LDA has no statutory responsibilities for education, it firmly believes that improving standards in education can assist in the achievement of the following objectives: improving skills and enhancing competitiveness, improving routes into employment and enabling social inclusion and cohesion. Over 60% of African and African-Caribbean communities in the United Kingdom reside in London. Hence as part of the LDA's economic regeneration programme, an Education Commission with two streams is being delivered. This stream will focus on black pupils whilst the other will focus on developing partnerships between education and business.

Attainment of Pupils from African-Caribbean Backgrounds

Historically, pupils from African-Caribbean backgrounds have underachieved relative to other groups. The 1981 Rampton Report identified pupils from African-Caribbean backgrounds as significantly underachieving. In a DES School Leaver's survey cited in the Report, for all CSE and GCE 'O' level examinations, only 3% of African-Caribbean

pupils obtained 5 or more higher grades compared with 18% of Asian pupils and 16% of all other leavers. More recently in an OFSTED review of research on the achievements of minority ethnic pupils, Gillborn and Gipps (1986) asserted that 'On average, Caribbean young men in particular appear to be achieving considerably below their potential.

In a 1998 OFSTED analysis of the percentage of boys gaining 5 or more A*- Cs, African-Caribbean boys were the lowest attaining group at around 12%, with Indian boys the highest at nearly 40%. An analysis in 1999, by Gillborn and Mirza, of data from a large urban authority, indicated that black pupils scored 20 points above the average in baseline assessments when they first entered school but by the end of Key Stage 4, left school 21 points below the average.

Furthermore, for 1999/2000 the rate of exclusion for African-Caribbean pupils was nearly four times that for white pupils. London currently has the highest rate of permanent exclusion for all England regions.

At last year's LDA, GLA and Barclays supported a conference, *London Schools and the Black Child: Towards a Vision of Excellence*, there was widespread support for further investigation into the academic achievements of black children and the development of an action plan which would aim to reverse the current state of affairs. The conference led by Diane Abbott MP and attended by 2,000 delegates, was addressed by a number of leading speakers including Lee Jasper, Trevor Phillips and Baroness Ashton. Mayor Ken Livingstone spoke of an urgent need to take action in order to address the 'silent catastrophe' of African-Caribbean underachievement.

'Statistics show that young people from certain ethnic backgrounds are more likely to underachieve at school. This underachievement extends to adulthood where it manifests itself in labour market inactivity. The government has acknowledged that much is needed in policy and practice to reconcile this difference.' - Prince's Youth Business Trust Factsheet 10, Feb 2001.

The Work of the Commission

The Education Commission will:

- In collaboration with government departments, gather and analyse by gender and ethnicity, national examinations data i.e. SATs and GCSE results, in order to identify patterns of achievement;
- Establish a stakeholders' advisory group of key educationalists, community leaders and sector leaders who have a commitment of

black children and can contribute to the development of a dynamic action plan for change;

- Carry out insightful qualitative research involving pupils, parents and teachers

The lead consultant for the Education Commission, Carol Hunte, began work in January 2003 and will produce a final report with recommendations for local and national policy and an action plan in July. Interim reports will be direct to the Mayor and the LDA Board of Directors.

LDA Education Commission: Attainment of black pupils in London Aim

To make a critical contribution to the development of highly effective local and national policy and practice, which will ensure equality and maximise achievement for black pupils in London.

Stakeholders' Advisory Group

The most senior educationalists, sector and community leaders will be invited to play their part in laying the foundations for shaping the future of education in London for black pupils.

Advisory group members will meet on four occasions over the next six months. Meeting agenda will be negotiated with advisory group members.

Key activities

- Attend four Advisory Group Meetings
- Contribute to discussions on key issues in response to sharply focussed briefing papers and presentations
- Read and comment on research or reports
- Develop recommendations for action

Aim

To work in partnership with the LDA and others in order to steer and contribute to the work of the LDA Education Commission: Attainment of Black Pupils in London

Objectives

- To contribute to an informed, productive and lively intellectual debate, in regard to the key issues that have an impact on the education of African and African-Caribbean pupils
- To provide advice, review and comment on papers, research and reports generated by the Education Commission
- To contribute ideas in regard to the development of innovative local and national strategies, policies and practices which will maximise

levels of achievement for African and African-Caribbean learning communities in London

- To provide advice, review and comment on a range of policy documents, approaches and proposals for maximising levels of achievement for African and African-Caribbean pupils in London
- To actively promote and support the work of the Education Commission

Key intended outcome

- The production of a report with recommendations and an action plan, for the development of local and national policy and practice, aimed at maximising levels of achievement for London's black pupils.

Commission Inquiry Themes

- What are the experiences of black pupils in London's mainstream and supplementary schools?
- How have black boys performed in national examinations over the last three years?
- What do young people, teachers and parents think about what needs to be done by schools, LEAs and the government to raise standards?
- What support do schools need to raise levels of achievement for black pupils?
- What are the critical actions for LEAs in order to raise levels of achievement for black pupils?
- What are the critical strategic pan-London and national actions which need to be taken to maximise levels of achievement for black pupils?

LDA Education Commission - Employers and Education

The second stream of work is about to start under the banner of the LDA Education Commission. The purpose of this work will be to identify how to effectively engage London's employers in supporting sustained educational improvement.

The Commission will lead an evidence-based inquiry into current policy developments in and delivery of education and business link activity in London's primary and secondary schools and further education establishments. The study and its recommendations will focus on the themes of *Education for Work, a Real World Curriculum, Supporting the Infrastructure and Engaging Business*. Findings from this piece of work will be reported in November 2003.

Contact Details

For further information please contact:

Carol Hunte
Principal Consultant
The Education Partnership Company
Tel/Fax: 020 8471 6496
Email: educationpc@aol.com

London Development Agency
58-60 Devon House
St Katherine's Way
London E1W 1JX
Tel: 020 7680 2000
www.lda.gov.uk

Key References and Useful Websites

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Appendix C – Rosemary Campbell

‘Good afternoon everybody. It is wonderful to be here again, Diane, at this conference, to talk about solutions in terms of moving the agenda forward. And it is heart-warming to hear a government minister talking the way that you did about the achievement agenda for black youngsters in this country. And we intend to hold you to account. But there are many people that need to be held to account, because we are indeed talking about collective responsibility. I omitted the three words ‘search for solutions’ because I’ve stopped searching. We have the solutions. And I would like to be so bold as to share with you what I think those solutions are as we move into the workshops this afternoon, to find and come back with the agenda that we want to go forward from this conference this year. Collective responsibility from the government, local education authorities, schools, parents, and communities.

‘It is fitting that we started this afternoon by actually recognising the achievement of young people in our schools, because to date the agenda has been about underachievement. And we’re going to move that forward, and give the lie to those that say that Caribbean youngsters are beyond education. The catastrophe that has befallen at least two generations of our people in this country through what I describe as a morally bankrupt education system must now be ended. And I say that as a teacher. Last year when I stood on this platform, there were people who said that I was very hard on teachers. I stand here as an educationalist, and I stand here to speak for those teachers and those headteachers who are swimming against the tide, and educating our children to the highest possible standards. We need to support them by holding the others to account. The destruction of entire communities by denying them their human rights to education can no longer be sustained in a society that claims to be civilised. It is concerned about community and societal cohesion, and strives for equity and justice.

There will be no societal cohesion in Britain until they do right by us. My mother has been here now for 52 years. She and her sisters and brothers came over here to rebuild this country after the war. It is appalling that in 2003 we should be standing on a platform and talking about the grandchildren of those people leaving Hackney schools with only 7 per cent of our boys getting 5 or more A to C grades.

‘We will take our responsibility working with you, but the government action needs to be radical, focused and courageous. We need to get over our history. Require the stringent monitoring of the implementation of the Race Relations Amendment Act 2000 in schools, so that those schools that continue to act in an institutionally racist way by denying our

children are brought to account. And not only formally excluding. Our boys are three times more likely to be formally excluded from school. We're also talking about the internal exclusions, we're talking about the conversations that say it is time for you to leave, we're talking about the children who are denied access to a full curriculum, we're talking about the children who have to put up with mediocre teacher year after year after year, whilst those same teachers take their own children to private schools to be educated.

'The monitoring of the Race Relations (Amendment) Act needs to be rigorous, and focused, because the powers that be out there that would wish to maintain the status quo are very organised. We need a national strategy that is unambivalent about raising the attainment of black pupils. And I know this a difficult one, because what we actually want is something that has the status of the literacy strategy, the status of the numeracy strategy, the status of implementing the national curriculum. I hear the people, and remember I'm talking to you as a teacher, who say we don't want any more intervention in our schools, leave the teachers to teach. We have left the teachers to teach. The intervention that I suggest is to support those teachers who are already doing an excellent job, and to let us encourage those who are struggling to find a way forward. We need to target resources where they are needed. Let's not have a feeble strategy with regards to raising the attainment of black students. Let's put our money where our mouth is, let's make sure that we have properly trained educationalists, that can go out there and support schools in terms of them doing a professional job. Let's turn to the people who know, because there are enough of us around. And there are enough of us as black educators who ought to be pushed to the forefront in terms of making this strategy a reality in Britain.

'Let me get to the tetchy one. For those people, and I name no names and I ain't looking at nobody, but for those people who have a difficulty with the concept of black schools except of course where they exist already, pupilled by black students and failing in terms of being educated, let's try and find an accommodation. Let us look at academies of excellence focused as the minister suggested on the issues, if the irrefutable figures tell us that our schools as they stand presently are incapable en masse of educating our children, then let us find another way! Let us find another way.

We need to have a whole range, and before the press runs off with its agenda, listen carefully! Listen carefully to what I'm saying! The same way that we can have schools set up for the gifted and talented, yeah? Focusing on a group of students who are not reaching their potential

within the system. We have the evidence, that the evidence of people who were saying for years we didn't have, you heard from Carol this morning, we have it. Caribbean youngsters are right at the bottom of the scale, let us now focus on them and set up academies of excellence which will be there as beacons in our community, to work alongside those schools, those state schools who can continue to educate our youngsters, those people who don't like it, you don't like it.

We need to adapt and develop the route to qualified teacher status to properly recognise the skills, knowledge and experience of black overseas teachers and the very particular skills that they bring to London schools. Isn't it a complete nonsense that as we wallow round in the mire of under achievement and such in the dark for solutions, we find them in the form of highly qualified, highly effective Black teachers overseas, and bring them over here and treat them like rubbish. When we have brought them over here to rescue us from our mess! Let us find a way to be more respectful, and honest about the situation. Let us find a way to have these teachers play the role that we quite rightly need them to play until we're in a position in the UK to grow some of our own. Don't worry, I'm coming to you, but let me work my way down the list.

Local education authorities, we need principled, competent and stable leadership, please, in those boroughs with large numbers of black students. That way we can have a coherent policy that is focused on raising attainment so that when people like me ring up we actually know who the director of education is, and they know what their role is. Let's tie some people into some contractual agreements that say if you take on the responsibility of going into these boroughs where our children are, and where the challenges are dire, then that requires special people, and we will give the support that is needed for those people to stay.

We need exemplar practice on issues of race equality from local education authorities, so that they have the moral authority to leave the schools to lead the schools for which they have responsibility. You cannot be holding your schools to account when people look round and say 'Where is your Race Equality Scheme?' When teachers and head teachers are saying we need quality support in our schools, where is it? Where is the leadership in terms of issues and race? Local education authorities need to get their act together. We need to prioritise the eradication of inequalities and achievement between different groups in schools. I am so glad we got that data, that class data, I am so glad we have it now, so that we no longer have to go down the route of 'well we're only talking about one or two schools, oh we don't have the data, it is not robust enough, oh it's insecure'. We actually have the information now. There is nowhere to

hide! We need as local education authorities to hold all schools to account for the quality of education that it provides, especially to the most vulnerable. And by the way, the most vulnerable is us. And no, vulnerable is not a word that is normally applied to us as black people, or to our children you know? We're the ones that people are frightened of. We're not the victims! So if that is how they treat us when they are frightened of us? Recognise and support the achievements of those schools who are determined to swim against the tide, for whom Caribbean heritage children is not synonymous with failure.

I am going to come to parents, but I want to say a point here, because one of the things that people talk about so much is our deficit communities. Our deficit family structures. These schools, and you've heard Stephen talk about it, we've had kids come up on the platform and I could name one or two more. The children that go to these schools haven't been beamed down from another planet, they come from those same deficit families, they come from those so called deficit communities, so what is happening in those schools? I can tell you because I've talked to some of those headteachers, and I am going to go there right now. Those head teachers are unambivalent on issues of race and equality. They aren't walking round and scratching their head. No, they know what to do and they lead from the top in terms of requiring staff do the same. They are clear that one of the first things that they have to get right is to deal with the racism that runs rife throughout the profession. And to say it has no place in the form of low expectations, it has no place in the form of fear, it has no place in the form of denigrating black communities by their omission from the curriculum that they are supposed to be learning from, it has no place here, and that is what these head teachers say.

You need culturally literate and high efficacy staff in schools today and particularly London. London is the most cosmopolitan city on this planet. You need teachers who are comfortable with black children. Working in our schools. It is time now to get on with this. Seriously it is time. I am a patient person. I have listened for 20 years to the stupid questions! It is enough. We need people who are culturally literate who can look me in the eye and don't have to be biffing and boffling round because they don't know how to talk to me because of the pigmentation of my skin! And we have those teachers out there. Yeah? We have those teachers out there. High efficacy staff, you know how efficacy staff walk, they walk like Gina walked across the stage here earlier on. And they walk into their classroom, they walk in a way. I hope you can do the patois as well. High efficacy teachers walk into their classroom like they can teach. I can teach and you will learn. That is what comes out of their pores. Focus on excellent quality teaching and deep learning. I borrowed that phrase from

Carol, deep learning. Move away from a culture of containment and control. That strangles the life out of young people, and teachers in our secondary schools. And to that I would add the sorting as well, it is not just the containment, it is the sorting that says that 28 per cent of Caribbean youngsters at secondary level have special educational needs? How can that be right? How can that be right? It certainly can't, can it? The sorting that then says that our boys are three, four and I have heard all kinds of figures on this one, four times more likely to be excluded from schools. The sorting that says although your SATS results say academically you ought to be in the top set, because of your behaviour you really think you need to do foundation.

I am talking about that, of containment and control. Pupils learn about citizenship, not by sitting in a lesson between 9 and 10 on a Tuesday morning being taught about it, but by exercising their rights as citizens in schools. So many of our youngsters say they have no voice. They have no voice. And we need to create more emotionally mature institutions that can afford to hear their pupils when they speak, whatever the colour of their skin. We need consensus among staff about their role within the school and the schools role in the community. Those schools that are doing well by our youngsters, talk very clearly about what the role of a teacher needs to be in 2003. And a technician who simply transfers information is not it. We need people who nurture and grow our young people. We need teachers who teach our children as if they are their own.

Honest and respectful partnerships between home and school. Carol talked about those late in the day conversations, the 'oh I didn't realise she was doing all our subjects in foundation level' conversations, or that the highest you could get in maths was a D. And that is happening at year level parents evening. Let's begin to have some honest and respectful partnerships between home and school, so that together we can find the way forward.

Parents, you are not getting off the hook! Because we are almost out of time. It is enough now, isn't it? Take your rightful place as your children's first educators. We need more of Gina's mothers out there, you know, that's what we need! We all laughed about it but we know it to be true. Yeah? That is the kind of child rearing, none of this foolishness that's going on now! Negotiating about stupid things! You can tell I'm not a mother you know! But I have to tell you about the last time I went to pick up my nephew. He is 7, and we had the conversation about the hood that he was wearing in the bright, bright sunshine! I had to explain to him, I mean this a ritual that we go through. I turn up in my car to pick him up, he turns up at the door and starts to cry because he knows that we're

going to have an argument about something to do with dress code. But I learnt from my 7 year old nephew. Because whilst I just saw it as a fashion accessory, the last time I had the conversation with him he told me that he was afraid of going into town without his hood. It had become such an emblem, such a symbol for our young people who are searching for identity.

We need to begin to understand the real lives that our young people are living in Britain today, so that we can guide them through. Redouble our efforts to value in explicit ways our unique history, our languages, our values and principles as African centred people, several generations removed from home. We're going to work hard to get that! Be aware of the environment in which your child is living and growing, monitor and limit the worst excesses of it. Turn off the mobile phone at 10 o'clock at night. You need more than 4 hours sleep to get 9 GCSEs at A to C. Why is MTV base educating so many of our youngsters? Then we are running into school to be holding schools to account? Get our business in order at home first. We need to invest more in the nurturing of our cultural identity folks. If you want to know why Chinese children are off the scale, they aren't relying on the schools for no Chinese history month. I am booked up the whole way through October. But what I am saying to you is this: if we in terms of our history don't understand that the maintenance of cultural identity is our business, and leave the school to get on with it, then it is time for us to understand that now. Like other communities have come to terms with that and found a way to do that with their youngsters and that is why their kids are achieving off the scale. Because they ain't walking round searching for no identity. And they ain't getting it from MTV base!

'I'm moving on now, you have not missed anything with the last two points, I'll cover them on the communities. Time for focus, courage and strategy. We need to be the authors of our own destiny. You believe that. These conferences are hugely important. I take my hat off to Diane. It is not easy you know? It's not easy. You can criticise, we have our disagreements, etc. etc, but understand that it is not easy as a black person in this country standing up and saying who is talking for black issues. So we need to support our people when they put their head above the parapet. We need to be the authors of our own destiny. Learn from our history of collective struggle and organise. It was so lovely to see Kokayi come up here and receive an award for 25 years of service. Some of the schools that I know in Birmingham have been going for 30 odd years, believe me. It is wonderful to stand on a platform where we talk about partnership in these supplementary schools. One of the first of them that started in Birmingham was actually shut down by the Home

Office 30 years ago. Those are the politics and the history that we need to understand, so that we understand the nature of the struggle that we are engaged in.

And some of those community leaders that we looked down on, especially some of us as professionals, you know we because they don't talk the right way, they don't present or whatever, they have held the fort, they have fought the fight so that people like me can stand up on a platform like this. Stop talking ourselves down. I know this might be teaching grandmother to suck eggs, but sometimes we have to revisit. We must stop talking ourselves down about black people, and I am not frightened to say that in front of you because I know who I am talking to. Stop talking ourselves down, and become change agents. You know those community organisations that aren't going the way you want them to go, go make them the way you want them to be. You see, even Stephen understands the patois! We need to work to build capacity within our communities.

'We have to be the authors of our own destiny, do you understand that? The power is never given for us. I am glad that the government is talking the talk now, and we will work with those people who have integrity, and wish to move things forward. But in the end you know who will do it? We will. Support your Saturday schools, so that they may evolve into the kind of educational establishments that we need and will have. We will have that, and it won't be given, we will create it. Recognise, celebrate and support our own, including black teachers. It is so important. There are many people out there, people working in mentoring, people who have developed programmes that are around self-development and identity that many schools are working with. We need to give recognition to those people, and many of them are black people, quietly working away.

Our teaching assistants, our learning mentors that are now in schools, saving some of our kids from those slow deaths that Carol talked about. And black teachers. We need sometimes a little bit of modesty, we need to learn from our history, as educators, so that we will find the sustenance for the struggle ahead. I was good as a teacher, yes, it is true and I worked my way through the ranks, but I have to tell you that the foundation was set by black communities taking to the streets and saying enough is enough, we want more of our black educators in there. Black teachers who are out there who don't understand that, you will not be able to stay the course. I am pleased for you, but what we need is unity of strength, and focus in terms of our purpose, and how you do that is by knowing where you are coming from. Right is on our side and we will overcome. Thank you very much.'

Appendix D – Black Teachers in London

Introduction

The sheer diversity of London's population guarantees that the education of the capital's schoolchildren presents unique challenges. The challenge of seeking to give schoolchildren an understanding of their place in the world and equipping them with the skills necessary to achieve their goals through education is a demanding one. As such, teachers make a highly significant contribution to children's understanding of society and their development of social ideas. However, this makes the selection of those we entrust to teach our children absolutely critical. Having a teaching force that reflects the communities it serves is vital, not least because of the particular demands that are placed on those that educate our children.

Why do we need more black teachers in London?

First, teachers should have the capacity to reflect the full spectrum of cultural and social traditions they are faced with in the classroom. It is vital that the teaching profession as a whole can match the range of cultural and social varieties of our society. London has a wide range of cultures, customs, languages, faiths and beliefs. In order to maximise the potential of London's schoolchildren, education needs to be delivered by professionals who can match that range, not only explicitly but also in their subconscious behaviour and attitudes. Only then can progress be made towards delivering an education that enables each individual child in our schools feel that their cultural background is acknowledged and valued.

Second, racism and xenophobia continue to be major issues in contemporary society. Racism in schools must be forcefully challenged. However, racism in its various forms is not always obvious. Some of the more subtle manifestations of racist practice and behaviour are often more capable of recognition by teachers who have direct experience of suffering racist actions themselves. It can sometimes be the case that despite the best of intentions and anti-racist training, some teachers may still be unable to recognise some of the racist behaviour inherent within society.

Third, role models for pupils to aspire to are crucial for schoolchildren, particularly black schoolchildren and more specifically, black boys. Ethnic minorities are generally poorly represented in positions of power, authority and prestige in society. However, teachers have a crucial role to play as they are the one face of civil society that every child will meet every working day throughout their formal education. Therefore, it is critically important that this face, the face of the society that we want our

children to engage in and be fully committed to, should present mirror images every time every child enters a school building.

Black teachers in London

- The 2003 DfES Workforce in England report estimated that, based on available figures, approximately 8% of London teachers are black or of a mixed background
- It is estimated that almost 1/5th (approximately 19.5%) of London's school-aged population is black
- Black teachers are more likely to be born in London than any other ethnic group
- Black and Asian teachers are more likely to see themselves as staying in London
- According to a 2003 General Teaching Council of England survey, 'giving something back to the community' was the chief motivating factor for most black people becoming a teacher.

Conclusion

It is abundantly clear that London's schools need more black teachers in the classroom. This is imperative if lasting improvements are to be achieved in the fortunes of black children in our schools. Recruiting black teachers, and particularly black male teachers will make a difference. However, this takes time and the crisis is plainly more urgent than that. Moreover, in the rush to recruit more teachers it is important not to lose sight of the fact that retention of the existing teaching workforce is just as crucial, for the experience those teachers can impart on those to follow is vital. Teachers born and raised in the capital are more likely to stay in the capital, and black teachers proportionally figure highly in this group. They need to be nurtured and encouraged because the same factors that motivate others to move elsewhere apply equally to black teachers.

In addition to 'growing our own' black teachers for London, we should also be aware of innovative approaches to the problems of getting more black teachers into our schools, particularly in the short-term. We should be looking at ways of bringing teachers from other parts of the world to London to share their knowledge, teachers with experience and understanding of the particular problems that black children face. There is much to learn from the experiences of others, and it cannot be argued that these teachers are in some way inferior to those who are already here, as in many cases they will be coming from countries with more responsive education systems than can be found here. Moreover, this need not be done to the detriment of the education systems from which these teachers would come. The templates exist, as documented elsewhere in this report. What is now needed is the will.

A further option available for getting appropriate role models for black schoolchildren into the classroom is through encouraging committed individuals to train as teaching assistants. This is already happening to some degree on an informal basis with parents involving themselves in schools. However, more money is being made available by the DfES to support the training and salaries of more teaching assistants. For those that are unable or reluctant to commit to training as a full-time teacher, this would represent another possibility for enhancing the presence of black role models in schools. Recruitment and training of teaching assistants is undertaken at local level by LEAs and individual schools, meaning that parents and others with the required dedication can simply contact their local school or LEA to find out about opportunities in their area.

A multi-pronged approach is necessary, based not only on the recruitment of black staff to London's schools, but also on underpinning those teachers who are already striving to make a difference. They also need support and encouragement, both inside and outside the classroom. Many black teachers feel isolated and unsure of where to turn when they feel that the hierarchies of their schools are not supportive to their needs and aspirations, particularly with regard to issues such as promotion and career development. To this end, the establishment of a Black Teachers Network that would enable colleagues with similar experiences to keep in touch and support each other is a vital measure and worthy of support. This network could offer counselling, mentoring and advice in a coordinated way to black teachers dealing with similar issues. With these various approaches, genuine progress can be made in the crucial task of ensuring that London's teachers reflect London's communities for all London's children.

9 Speaker biographies

Diane Abbott MP

Diane Abbott was elected to Parliament in 1987 as Labour MP for Hackney North and Stoke Newington, and was the first Black woman to serve as an MP in Britain. In Parliament she has been a member of the Foreign Affairs and Treasury Select Committees, and is the Mayor of London's Cabinet Advisor with responsibility for equalities and women's issues. Diane is also Chair of the London Schools and the Black Child Forum.

Rosemary Campbell

Rosemary Campbell is a former secondary school headteacher, LEA advisor and OFSTED inspector. She is now an educational consultant, working throughout the UK and Europe. Rosemary currently sits on the Department for Education and Skills Strategy Development Group, whose focus is to identify strategies for raising the attainment of Black and minority ethnic pupils.

Carol Hunte

Carol Hunte is the Principal Consultant in the Education Partnership Company. She began her career as an English teacher in West London and was Head of Service for one of London's largest Ethnic Minority Achievement teams. Carol is the lead consultant for the London Development Agency Education Commission.

Ken Livingstone

Ken Livingstone was elected Mayor of London on May 4 2000 with 58% of votes cast. Previously he was Labour MP for Brent East, where he was first elected in 1987, and before his election to Parliament he was leader of the Greater London Council. He has written two books, *If Voting Changed Anything They'd Abolish It* (1987) and *Livingstone's Labour* (1989).

Dr Walter Massey

Dr Walter E Massey is the ninth president of Morehouse College, the United States' largest and most comprehensive institution of higher education for men. Dr Massey is active with a range of organisations. He is a member and past chair of the Secretary of Energy Advisory Board, and is currently serving his second term as a member of the President's Council of Advisors on Science and Technology. Dr Massey is also active on several corporate and foundation boards.

Kay Ollivierre

Kay's role as Equality and Diversity Manager of Barclays Bank PLC, covering 74,000 employees worldwide, is in her own words, "to identify all the barriers that black and ethnic minorities face in the organisation globally and fully integrate diversity into business as usual processes and procedures." Kay recently spent time in Africa ensuring that the bank's equality and diversity charter is adopted across the business in Africa.

Trevor Phillips

Born in London in 1953 and educated in Guyana and London, Trevor Phillips is currently Chair of the Commission for Racial Equality, and was previously Chair of the London Assembly and the Runnymede Trust. A former president of the National Union of Students, he joined London Weekend Television in 1982. He is now Managing Director of Pepper Productions and is a board member or a trustee of several organisations. Trevor has written two books, *Windrush: the Irresistible Rise of Multiracial Britain* (1998) and *Britain's Slave Trade* (1999).

Stephen Twigg MP

Stephen Twigg is the Member of Parliament for Enfield Southgate, a seat he won from Michael Portillo in the 1997 general election. Since 2002 he has been junior minister in the Department for Education and Skills, having previously been Deputy Leader of the House of Commons. Stephen is a former president of the National Union of Students and has also worked for Amnesty International.

Gina Yashere

Gina Yashere is established as one of the finest comedians on the circuit, and has several television credits to her name, including the BBC's 'The Stand-Up Show' and 'Blouse and Skirt' as well as ITV's 'Big, Big Talent Show' with Jonathan Ross. She has also made numerous appearances on radio and film. Gina is a past winner of the 'Best Female' category at the Black Comedy Awards.

10 Photographer credits

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Chinese

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Vietnamese

Nếu bạn muốn có bản bản tài liệu này bằng ngôn ngữ của mình, hãy liên hệ theo số điện thoại hoặc địa chỉ dưới đây.

Greek

Αν θέλετε να αποκτήσετε αντίγραφο του παρόντος εγγράφου στη δική σας γλώσσα, παρακαλείστε να επικοινωνήσετε τηλεφωνικά στον αριθμό αυτό ή ταχυδρομικά στην παρακάτω διεύθυνση.

Turkish

Bu belgenin kendi dilinizde hazırlanmış bir nüshasını edinmek için, lütfen aşağıdaki telefon numarasını arayınız

Punjabi

ਜੇ ਤੁਹਾਨੂੰ ਇਸ ਦਸਤਾਵੇਜ਼ ਦੀ ਕਾਪੀ ਤੁਹਾਡੀ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿਚ ਚਾਹੀਦੀ ਹੈ, ਤਾਂ ਹੇਠ ਲਿਖੇ ਨੰਬਰ 'ਤੇ ਫ਼ੋਨ ਕਰੋ ਜਾਂ ਹੇਠ ਲਿਖੇ ਪਤੇ 'ਤੇ ਰਾਬਤਾ ਕਰੋ:

Hindi

यदि आप इस दस्तावेज की प्रति अपनी भाषा में चाहते हैं, तो कृपया निम्नलिखित नंबर पर फोन करें अथवा नीचे दिये गये पते पर संपर्क करें

Bengali

আপনি যদি আপনার ভাষায় এই দলিলের প্রতিলিপি (কপি) চান, তা হলে নীচের ফোন নম্বরে বা ঠিকানায় অনুগ্রহ করে যোগাযোগ করুন।

Urdu

اگر آپ اس دستاویز کی نقل اپنی زبان میں چاہتے ہیں، تو براہ کرم نیچے دئے گئے نمبر پر فون کریں یا دیتے گئے پتے پر رابطہ کریں

Arabic

إذا أردت نسخة من هذه الوثيقة بلغتك، يرجى الاتصال برقم الهاتف أو مراسلة العنوان أدناه

Gujarati

જો તમને આ દસ્તાવેજની નકલ તમારી ભાષામાં જોઈતી હોય તો, કૃપા કરી આપેલ નંબર ઉપર ફોન કરો અથવા નીચેના સરનામે સંપર્ક સાધો.

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